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| **Name:** | Karen Martin | **School:** | JCHS |
| **Subject:** | Coordinate Algebra Week 4 | **Week of:** | Sept. 4 |

Jasper County Schools • Secondary Lesson Plan Template

| **Day of the Week:** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| --- | --- | --- | --- | --- | --- |
| **Standards**  **GPS/CCGPS**  **ISTE NETS-S** | HOLIDAY | A-SSE: Interpret the structure of expressions.  Write expressions in equivalent forms to solve problems.  F-LE: Construct and compare linear and exponential models and solve problems.  Interpret expressions for functions in terms of the situation they model. | A-SSE: Interpret the structure of expressions.  Write expressions in equivalent forms to solve problems.  F-LE: Construct and compare linear and exponential models and solve problems.  Interpret expressions for functions in terms of the situation they model. | MCC9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.  MCC9-12.A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. | MCC9-12.A.CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.  MCC9-12.A.CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. |
| **Essential Question**  *Wiggins and McTighe define essential questions as “questions that are not answerable with finality in a brief sentence… Their aim is to stimulate thought, to provoke inquiry, and to spark more questions — including thoughtful student questions — not just pat answers” (106)* |  | Comparing Investments | Comparing Investments |  |  |
| **Opening**  *The opening is the “hook ‘n link” component of the lesson. It should provide a “hook” to motivate and a “link” to prior knowledge for students. This activating strategy must support the skill being taught in the lesson. It should align with both the essential question and the comprehension skill.* |  |  |  | Have a student blow up a balloon in front of the class and have students brainstorm measures of data. Be sure to discuss how circumference changes. |  |
| **Work Session**  *Examples could include guided lecture, demonstration lecture, collaborative pairs, graphic organizers, games, writing etc.* |  |  |  | Functions of a Toy Balloon | Functions of a Toy Balloon continued |
| **Closing**  *3-2-1, jigsaw, ticket out the door, cheat notes, retelling, journaling, etc.* |  |  | Making Money revisited -group consensus |  | Students will create a cover sheet detailing what they learned. |
| **TIERED LESSON**  **This lesson is differentiated in (check):**  **According to (check:** | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning | Content  Process  Product  Interest  Readiness  Learning |
| **Tier 1** |  |  |  |  |  |
| **Tier 2** |  |  |  |  |  |
| **Tier 3 (if applicable)** |  |  |  |  |  |
| **Assessment (formative)** |  |  |  |  |  |
| **Assessment (summative, if applicable)** |  |  |  |  |  |
| **Rigor** | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create | Level 1: Remember  Level 2: Understand  Level 3: Apply  Level 4: Analyze  Level 5: Evaluate  Level 6: Create |
| **Thinking Maps** | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble | Circle  Brace  Flow  Tree Map  Multi-Flow  Bridge  Double Bubble  Bubble |
| **Homework** |  |  |  |  |  |
| **Resources** |  |  |  |  |  |

\*\*Each component of this plan may or may not be used every day/week.